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ABSTRACT

A study of culturally-appropriate instructional practices and resources in Native American education, jointly produced by the Northwest Regional Educational Laboratory and the Indian tribes of Oregon, Washington, Idaho and Montana, focuses on the Pacific Northwest. Program design and objectives (increasing student interest/skills in language arts/communication; reinforcing positive self-image and pride in being Indian; and providing students and teachers with greater understanding of Indian culture) are discussed and practitioner perceptions of needs in culturally-appropriate instruction are noted (networking, information clearinghouses, materials on contemporary Indian culture locally-oriented curricula, listing of resource persons, elementary-level materials on Northwest Coast tribes, and teacher training in use of culturally-appropriate materials). Nine model practices (elementary math, a tribal school, dropout prevention, elementary/secondary math and reading, a tribal culture camp, an enrichment program, a specialization program on the fishing industry, and an Indian studies curriculum) are described and names of contact persons provided. Strategies used in compiling a bibliography of culturally-appropriate materials are listed, as well as nine teacher preparation programs. Recommendations include suggestions that curricula must be suited to Indian students' culturally-related academic needs. Appendices contain a descriptive profile of culturally-appropriate instructional materials and 227 sources of materials. (MH)

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A Study of Culturally-Appropriate Instructional Resources in Native American Education:

A Depiction of the Regional Needs and Resources in the Pacific Northwest

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PREFACE

For ten years the Indian Reading and Language Development Program of the Laboratory has coordinated the development of instructional materials and strategies by people at 17 reservations in the Pacific Northwest to enable Indian children to improve their skills and interest in reading, writing and verbal communication, as well as enhance their cultural identity. A major part of this effort involved the development, field testing and publication of the Indian Reading Series for grades one through six. This developmental effort was completed in fiscal year 1982.

The Program has reached an important juncture in its history. The traditional role of curriculum development is being expanded to more fully address needs and issues related to Native American education. Several factors and events have led us to this point. Educators have found that curriculum materials cannot be satisfactorily used without the aid of instructional, administrative and community support systems. Second, there has recently emerged a movement to identify and implement effective practices identified through synthesis of the research literature. This trend has emphasized the positive aspects of effective schooling. Third, categorical funding at the federal level, along with state educational resources, are limited. Schools are faced with conflicting needs competing for scarce resources. This has forced schools to utilize generalizable practices which benefit the greatest proportion of students for the least cost. Together these factors provide a rationale for broadening the focus of the Program to address research related to culturally-appropriate instructional resources in Native American education as a whole.

The first step in continuing research in Native American education was to take stock of the resources which currently exist in the region which can be used to address instructional needs. This effort involves a field investigation to identify promising practices, available materials and methodologies, and need areas related to the use of culturally-appropriate Native American instructional resources. The investigation included the identification and description of model practices being used in schools within Oregon, Washington, Idaho and Montana. In addition, the study involved the identification of isolated processes and materials which are potentially useful, such as curriculum materials and teacher preparation programs. Findings from the investigation can be used to depict both the needs and resources of practitioners in the Pacific Northwest.

The report consists of four major sections. The first section provides an overview and rationale for the study. The second section presents and discusses the model practices identified in Northwest schools and their attributes. The third section summarizes the nature and extent of materials and resources available in Native American education, while the final section offers conclusions and recommendations for further work.

Joseph Coburn, Director
Indian Reading and Language Development Program
NWREL, November 1982

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A Study of Culturally-Appropriate Instructional Resources
in Native American Education:

A Depiction of the Regional Needs and Resources in the Pacific Northwest

I.

OVERVIEW AND RATIONALE FOR THE STUDY

The Northwest Indian Education Program is a joint effort on the part of the Northwest Regional Educational Laboratory (NWREL) and the Indian tribes of the states of Oregon, Washington, Idaho and Montana. The program began partly as a result of a feasibility study conducted in 1971 by the Jefferson County School District of Oregon and NWREL that examined the need for, and suitability of, developing a special program aimed at alleviating reading problems of Pacific Northwest Indian children. At about this same time, the Affiliated Tribes of Northwest Indians passed a resolution asking for assistance from NWREL in developing a "positive and meaningful educational experience" for Indian children. Out of these concerns, work on the Indian Reading Series was begun in December 1972, with approval and funding from the National Institute of Education (NIE) of a five-year plan for the Program.

Indian tribes of Oregon, Washington, Idaho and Montana were invited to participate in the program by providing materials (stories) for the Indian Reading Series. A Policy Board, consisting of tribal representatives and Indian educators from the four-state area, was established to oversee and direct program implementation. Each tribal group established local curriculum committees to gather story materials, write and illustrate the stories in a form usable for the Reading Series, and authenticate the story contents with tribal councils. These local curriculum committees were grouped into regional planning committees (Coast, Plateau and Plains areas) by natural, geographic and cultural divisions. There were seventeen tribes who contributed to the Reading Series in the four-state area.

The Indian Reading Series is designed to serve as a supplementary reading and language arts development program for elementary grade Indian and non-Indian pupils. The program was prompted by the identification of the following four major problem areas related to Indian childrens' learning of reading skills:

- Indian children were found to have lower than average reading and language scores, particularly in language comprehension and fluency.
- There was a lack of culturally-relevant reading and language arts materials provided in the classroom for Indian students.
- Due to cultural conflicts in the classroom and resultant lack of academic success, many Indian students were found to lack a positive self-image.
- It was found that teachers did not generally know or understand the Indian students' culture.

Given this set of problems, the Northwest Indian Education Program determined that a supplementary reading series was needed for elementary grade students that would provide culturally-relevant materials with which Indian pupils could identify. The following objectives were established for the program:

- To expand student interest in language arts experiences.
- To increase student skills in language arts activities.
- To improve student feelings of competence and success in communication skills.
- To reinforce for Indian students a positive self-image and pride in being Indian.
- To provide students and teachers with a greater understanding of Indian culture.

An underlying assumption of the program was that the Reading Series would supplement the schools' basic reading program. For this reason, and because of the program's overall objective of improving student reading skills, the Series was developed in English rather than in the native languages of the

various tribes involved. The program emphasized community involvement in the process, with various Indian tribes contributing the stories and authenticating the cultural value of the materials.

As the Northwest Indian Education Program evolved, the need to place even greater emphasis on teacher training and awareness of how to use the program materials was identified. For this reason, a major thrust of the program currently is continued teacher training. In addition, the program has begun to implement evaluative research on the implications of its work for the general educational and cultural development of Indian children. As part of this ongoing research, the present study was conducted during FY 82.

A. Purpose of the Study

More than 40,000 of the students in the region are Native American. Of these, about half live on-reservation and half live in urban, as well as other non-reservation settings. For the past ten years the Laboratory's Northwest Indian Education Program has been committed to meeting the academic needs of Indian children in the region.

In 1976 an assessment of the overall educational needs of the region identified Native Americans in the top six priority groups and further identified the basic skill areas of reading, mathematics, career education, language arts, science, vocational education and social studies as the core for curriculum improvement. (NWREL: April, 1976.) A followup to the regional needs assessment was conducted in 1980. Again, a desired emphasis on the basic skill areas, coupled with instructional concerns for student motivation, guidance, alternatives and community resources was noted. In addition, high priority needs were observed for staff development, inservice, and parent involvement in education. (NWREL: Fall 1980.)

During the past two years the Northwest Indian Education Program has been engaged in full-scale, field-based research to identify and address the needs associated with Indian Education. The primary need of the Indian students in the region is culturally-related and academic. High drop out, absenteeism and disciplinary rates, coupled with low achievement, participation and interest in school are symptoms of the problem. These needs are further voiced by practitioners in the region. When asked what problems affect student achievement, principals in schools with significant Indian enrollment mentioned: (1) low basic skills achievement; (2) poor attendance and high drop out rates; (3) absence of culturally-related inservice training for school staff; (4) difficulty with classroom management approaches and (5) absence of administrative training in Native American context.

A common concern among Indian educators, as well as other multi-ethnic, multi-cultural educators, has been the cultural appropriateness of instruction. However, the issue of cultural appropriateness is far more than a concern for "relevant curriculum." Appropriateness deals with both how and what is taught to whom. Therefore, the cultural appropriateness of instructional resources must include consideration of (1) the curriculum materials, (2) the instructional techniques and (3) the learner characteristics.

The cultural appropriateness of curriculum materials includes authenticity, relevance, compatibility, completeness and neutrality of the content. This means that the portrayal of a particular culture is accurate, fair and thorough. It also means that the manner in which the cultural material is presented is consistent with the overall instructional framework and relevant to the goals of instruction.

The cultural appropriateness of instructional methods includes the sensitivity, empathy, relevance and effectiveness with which a lesson is

taught. This means that the teacher understands the students' cultures and their underlying value systems. Further, it suggests that the learning environment is organized in a fashion most appropriate for the unique characteristics of the students.

The cultural appropriateness of the learner characteristics simply dictates that the method and content of instruction differs for the learner population to be served. Specifically, culturally-appropriate instruction includes those designed to meet the special educational and culturally-related academic needs of Native American students and those designed to enhance cultural understanding and appreciation among Native American and non-Indian students alike.

These definitions have been used as the foundation for the research design and are reflected in the objectives of the study:

1. To identify and describe the nature of culturally-appropriate instructional resources in Native American education within the region's public schools.

2. To identify and explore the most effective means by which culturally-appropriate instructional resources can be implemented in the classroom.

Other, more general factors have also been identified as being significantly associated with the effective schooling of Native youth along three dimensions:*

1. General School and Administrative Practices

   - Allocated Time for Instruction
   - Time on Task
   - Diagnostic Use of Testing
   - Discipline
   - Principal as Instructional Leader

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*Gerald McBeath, Bill McDiarmid, Carl Shapiro, Achievement and School Effectiveness: Three Case Studies, University of Alaska: Fairbanks, July 1982.

2. School Social System

- Social Climate
- Expectations
- Reinforcement

3. School-Community Relations

- Parent-Teacher Conferences
- Parent Involvement in the School Program
- School-Community Communication
- Community Use and Ownership of School
- School Governance

Thus, the major purpose addressed by the Indian Reading and Language Development Program's research design for FY 82 was to investigate, define and establish strategies for enhancing the local use of culturally-appropriate Native American instructional resources. The use of culturally-appropriate Native American instructional resources is considered to be an effective means for improving the quality of education for both Indian and non-Indian students in the Pacific Northwest. Indeed, the research effort should result in the design of a series of models for implementing various components of culturally-appropriate instruction. These models would have potential utility in schools throughout the nation.

B. Summary of Research Literature on Native American Education

A thorough review of the research literature has been used as a basis for formulating the research design. These literature reviews include those of Brady (A Review of Recent Literature on Teaching Effectiveness and Teacher Behaviors As Related to Work of the Indian Reading and Language Development Program, 1980) and Savard, et. al., (Topic Summary Report: Native American Education, September 1981).

Much of the literature on Native American education has focused on the failure of the American educational system to serve the needs of American Indian and other Native American students. Public, private, federal and mission schools--and the agencies and institutions which govern them--have received considerable criticism for practices which work against the achievement, self-esteem and attitude development of the Native American student population.

The forces which inhibit the school success of Native American students have repeatedly been cited and discussed by concerned educators, researchers, parents, community members and students. These groups have pointed out, for example, that Native American students frequently come from low-income families and that English is not spoken in many Native American homes. They have noted that school personnel and curricula are freqently characterized by attributes such as self-expression, agressiveness and working for personal advantage, which run counter to the value placed by most Native American cultures on cooperation, group well-being and, when appropriate, silence.

The inadequacy of financial resources for Native American education has come under attack, as has the alleged tendency of federal, state and local bureaucracies to exluded Native American parents and community members from decision-making and planning regarding their children's education. Racial discrimination is an ongoing and much-discussed problem, whether it takes the

overt form of school personnel punishing Native American children more often and more harshly than other students, or more covertly, as when a teacher communicates less warmth to Native American children than other children and holds lower expectations for their success. It has also been demonstrated that even well-meaning Anglo-American and other non-Native American school personnel can create problems, as when Native American children become confused or frightened by verbal and nonverbal behaviors which carry different meanings in their culture than the teacher or principal meant to communicate.

Numerous efforts have been undertaken to remove these formidable barriers and to replace them with quality educational experiences--experiences which will both equip Native American students with academic skills and do justice to the rich history and culture of their people. Resources and assistance available under the provisions of the Johnson-O'Malley Act, the Indian Education Act, Title I of the Elementary and Secondary Education Act, Title VII Bilingual Education and the National School Lunch Act have been utilized to serve the academic, psychological, social and physical needs of Native American students. Native American history and culture lessons have been introduced into school curricula, inservice programs have been developed to help school personnel understand and serve the needs of Native American children, and various community involvement projects have been implemented.

While these efforts are laudable, they are usually not adequately researched at either end; that is, their development is frequently not research-based, nor are their outcomes studied systematically enough to permit firm conclusions about what does--and what does not--help Native American students to learn and to develop positive attitudes and self-concepts.

Though the research base on practices and outcomes in Native American education is relatively small, the literature does yield works which appear likely to offer useful findings about the response of Native American student populations to various educational practices.

The studies and evaluation reports reviewed were of two general kinds: (1) those which sought to determine whether specially-funded programs for Native American students have been successful in promoting improved achievement and affective outcomes; and (2) those which studied the cognitive and affective outcomes produced when instructional practices and teacher behaviors are (or are not) compatible with the cultural characteristics of Native American students. Hence, two hypotheses were generated:

1. Specially-funded programs for the education of Native Americans have improved the school achievement of those groups, as well as having other measurable beneficial effects.

2. Educational programs which are designed to take into account the special cultural characteristics of Native Americans will yield improved school achievement and other measurable beneficial effects.

Hypothesis No. 1. The items which led to the development of this hypothesis are, for the most part, reports of evaluations of programs supported through federal sources. The majority of these reports indicated that specially-funded programs have promoted achievement gains among the Native American students participating in them. Factors identified as being responsible for these positive outcomes include: (1) bilingual instruction in the primary grades; (2) utilization of Native American teacher aides who receive inservice training and deliver mastery learning exercises to students; (3) using Indian traditions and legends as language arts lesson content; (4) individualized remedial instruction; (5) use of the Follow Through Model and (6) use of a phonetic approach to reading instruction.

Most of the reports on the outcomes produced by specially-funded Native American education programs confined their inquiries--and therefore their findings--to cognitive outcomes. Those few which were concerned with examining affective outcomes failed to give clear indications that the programs were beneficial to students in affective areas such as self-esteem and feelings about school.

Hypothesis No. 2. Researchers have also sought to determine what particular instructional practices and teacher behaviors are effective with Native American students, whether or not these practices occur within the context of specially-funded programs for these students. The point of departure for this type of research is usually an observation or speculation about cultural traits or values which characterize Native American people (in general, or a particular group in a particular part of the country). Studies are then structured to determine the effects of an instructional approach which is responsive to the observed trait (e.g., non-competiveness) or which is suspected to clash with that trait.

The hypothesis that programs characterized by their responsiveness to the cultural traits of Native Americans do promote achievement among these groups received a great deal of support among the studies reviewed. Among the major findings emerging from these studies are the following:

- Native American student achievement is enhanced by teachers who have high expectations of student performance and whose behavior toward the students is warm and supportive.
- Native American students are especially responsive to nonverbal warmth, as communicated through facial expression, close body distance and touch, and the presence or absence of such warmth affects student achievement.
- While Native American students often perform well in classes taught by non-Native American teachers, achievement benefits have been noted when these students have exposure to Native American teachers, teacher aides, tutors, counselors and to Native American people who are successful in the work force.
- Instructional programs which are designed to provide Native language literacy as well as--and prior to--English language literacy, have been found to enhance the achievement of Native American students.
- The achievement of Native American students is enhanced by open concept school programs which feature self-paced instruction, informal teaching methods, the opportunity for physical movement, nongrading, assessment methods other than tests (e.g., teacher-student conferences), and the use of visual and oral teaching methods in addition to the presentation of textual materials.

- The achievement of Native American students is enhanced through the use of "cultural instructional models," which emphasize "environmental and cultural materials consistent with Indian cultures and feature activities calling for cooperation."

- Environments, behaviors and instructional approaches found to be detrimental to the school achievement of Native American students include: teachers with cold, domineering personalities; physically restrictive classroom environments; overreliance on printed materials; activities calling for competition; and activities which focus class attention on one individual who is expected to perform.

As with the research on specially-funded programs, the research on cultural characteristics and instructional approaches has focused more on cognitive outcomes than on affective ones. Nevertheless, there is considerable support in the studies reviewed for the hypothesis that culturally responsive educational practices do enhance the self-esteem and school attitudes of Native American students, as well as reducing attendance problems, dropout rates and discipline problems.

Not surprisingly, the researchers generally found that the same teacher behaviors, school settings and instructional approaches which enhance the achievement of Native American students also enhance their attitudes toward school in general and toward particular school subjects.* Attitude improvements were observed: (1) when students were treated with warmth and respect; (2) when they had the opportunity to work on an academic subject with other Native Americans who are competent in that subject; (3) when visual and oral learning activities accompanied the use of printed material; and (4) when classroom activities did not require competing with other students.

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*Parallel research also suggests that teaching practices which are effective with Native American students are also effective with non-Native students. Furthermore, as Judity Kleinfeld points out, "Theories about cultural differences may merely be replacing theories about cultural deprivation as an excuse for teaching failure." Positive Stereotyping: The Cultural Relativist in the Classroom, Human Organization, Vo;. 34, No. 3, Fall 1975.

Self-esteem was also enhanced when these factors were present, and both self-esteem and attitudes toward Native American people were improved when Native American history and culture lessons were introduced into the school curriculum. These programs also have considerable parental support.

C. Summary of Practitioner Input on Culturally-Appropriate Instructional Strategies

Beyond the research literature, the Indian Reading and Language Development Program collected field-based practitioner information concerning the nature of culturally-appropriate curriculum currently in use, as well as the perceived need for additional culturally-appropriate instructional resources. The review of field-based information had three purposes:

1. To identify how culturally-appropriate curriculum is defined and developed.

2. To identify major sources of culturally-appropriate curriculum in use.

3. To identify curricular areas where additional materials and/or instructional resources are needed.

A total of 215 school districts and educational agencies were contacted in the region. These included local educational agencies having Johnson-O'Malley and/or Title IV-A Indian Education programs, but also included social studies and Indian Education specialists at the state level. Twenty-eight of the agencies responded to the inquiry by describing the materials currently in use. Further contact was made with 20 of these agencies to gather more indepth information.

One of the most challenging tasks reported by curriculum specialists is that of defining the scope of culturally-appropriate curriculum. Indeed, the critical issue has been that of defining the salient features of a culture. This is compounded by the fact that a North American Indian culture, per se, does not exist, but rather consists of a series of distinct cultures with some degree of similarity on a regional basis, primarily due to geography.

Systematically defining exactly what is taught to whom has generally not been addressed by most school districts. For example, while Title IV-A Indian Education programs are encouraged to "include activities, services and materials that support and build upon the values, heritage and traditions of

the Indian community," in only four cases were programs identified where efforts were being made to delineate a scope and sequence of culturally-appropriate information. Indeed, in most cases the instructional program consisted of a collection of supplementary materials dealing with Indian cultures, but little was done to integrate the material into the regular curriculum or provide for a unifying theme or framework.

The definition of cultural scope is further confounded along two dimensions--historical and organization/level. The historical dimension deals with the timeframe within which the culture is described--traditional pre-contact, transitional and contemporary. The organizational dimension deals with the level of social grouping at which the culture is described--family, clan, band, tribe, nation, confederation, association or region.

Where curriculum materials were being offered, the sequence from elementary to secondary tended to be from historical to contemporary, and from regional to specific tribal information. Social studies, of one form or another, appears to be the primary vehicle for the delivery of culturally-appropriate curriculum to non-Indians, while supplementary, special programs is the major method of delivery for Native American students.

Thus, preliminary evidence pointed to the need for additional study to more specifically identify a scope and sequence of cultural curriculum, along with the identification of strategies for developing such a framework in the school district setting.

While a small number of curricular resources were identified as being in use across school districts, the most common approach to culturally-appropriate instruction was eclectic, with materials being selected from a variety of resources as well as being developed locally.

At the elementary level, the most commonly mentioned cultural materials were:

- The Indian Reading Series, NWREL
- Native American Curriculum Series, Curriculum Associates
- Daybreak Star Press materials, United Indians of All Tribes Foundation
- Locally developed curriculum

At the secondary level, a combination of Native American literary resources and supplementary Indian history materials were mainly used.

The location of the school had a strong influence on the curricular content. Specifically, the material tended to focus upon the peoples indigenous to the geographic area. Where present day Native American populations were rather small or heterogenous, then the curricular content tended to be much more general.

The review suggested that few large scale culturally-appropriate curricular resources exist, or at least are not in use. Further, local curriculum development efforts seem to be the major approach used for generating culturally-appropriate instructional resource material. Since most areas of the Pacific Northwest tend to have a culturally rich history, the development of locally oriented materials has been common. Materials oriented to contemporary issues and the application of traditional values to current problems are less common. Finally, the districts having students of multi-ethnic backgrounds have placed less emphasis upon the local setting and have been more general in approach.

Beyond the identification of materials currently in use, districts were also asked to identify where additional culturally-appropriate curriculum material was needed. A number of responses were made, including:

- tribal specific information, particularly of a contemporary nature

- secondary level material for social studies
- motivational material for Indian students at all levels
- Adult Education materials
- guidance material for secondary Indian students
- strategies for infusing Native American materials into the regular curriculum

In a parallel manner, nine major need areas were identified by Indian educators during site visitations. These included:

1. Networking. Teachers felt a need to communicate on a regular basis with other curriculum developers in order to avoid "re-inventing the wheel." They saw an opportunity to share ideas and possible resources to accomplish common goals. Teachers want to talk to other teachers about classroom strategies, etc.
2. Clearinghouse. The need was voiced for a dependable, centralized resource center from which educators can obtain information about available curriculum materials. Schools do not always know where to get commercially developed materials, where to get locally developed fugitive materials and how to develop their own materials. Teachers see a need for a catalog of available materials, but not necessarily the materials themselves.
3. Forum. Educators are looking for an opportunity to examine in detail (a) the state of the art in Indian culturally-based curriculum, (b) the needs and priorities and (c) how to resolve the needs.
4. Contemporary Materials. An orientation to present day Indian culture is needed. Overemphasis on the historical perspective may leave children with disorted impressions of modern Indians.

5. Local Curriculum. Developmental process guidelines are needed for the local design of tribal or community history and culture curriculum. The Indian Reading Series developmental process may well serve as a model. Integration of material into the regular curriculum is needed so that the material does not appear fragmented or artificial.

6. Directory of Resource Persons. Teachers would like to use more local resource persons in the classroom, but often do not know who or where to locate them.

7. Northwest Coast Materials. There is an apparent lack of tribally-related history and cultural material available at the elementary level for Northwest Coast tribes.

8. Teacher Training. There is a consistently expressed need for increased availability of teacher training in the use of culturally-appropriate resource materials, such as the Indian Reading Series.

9. Limits in Scope. Curricular needs appear to be limited to reading/language arts, social studies and guidance activities. While activity cards have been designed for the alternative use of the Indian Reading Series, for example, almost all alternative use of the materials have been limited to social studies.

D. Study Design

Research employs systematic and objective methods for the collection of information to solve problems and/or test hypotheses. In the present instance, a series of systematic and objective methods were needed to collect a cumulative body of knowledge which first defines, then describes, then postulates and finally tests practical approaches for the use of culturally-appropriate Native American instructional resources.

Thus, different strategies were required at different steps of the investigatory process. Figure One outlines the steps, focus and information provided in the multi-stage research.

Essentially, the research design consists of two phases. A field-based, descriptive effort employing case study methodologies to depict the nature and extent of culturally-appropriate instructional resources in use in the first phase. The results of this phase are provided within the present report.

The second phase involves a two-step problem-solving forum of practitioners, to propose, test and delineate strategies for enhancing the use of culturally-appropriate Native American instructional resources. The results of this phase are reported in a subsequent document entitled "Results of the Practitioner Symposium on Effective Practices in Indian Education," NWREL, November 1982.

Phase One of the Study: Depiction of Regional Needs and Resources

Phase One involves field investigation to identify promising practices, available materials and methodologies, and need areas related to the use of culturally-appropriate Native American instructional resources. Phase One consists of two parallel efforts.

	Step	Research Focus	Approach	Information Provided
Phase I	1	Identify, define and describe basic elements and steps in the use of culturally-appropriate instructional resources	Comparative case study of identified model classrooms	Descriptions of basic steps involved in using culturally-appropriate materials and instructional methods for Indian and non-Indian students
	2	Identify, define and describe isolated processes and materials for potential use in culturally-appropriate instruction	Field investigation to identify culturally-appropriate curriculum materials, teacher training materials and developmental processes	Descriptions of potentially applicable processes and materials
Phase II	3	Postulate probable solution strategies for each problem element of the model	Practitioner forum to generate divergent approaches to problem resolution	Descriptions of problem elements and alternative solution strategies
	4	Heuristically test probable solution strategies for each problem element of the model	Practitioner forum to review, rate and converge upon most probable solution strategies	Descriptions of solution strategies and their implementation procedure for each problem element

Figure One

Multi-Stage Investigation of
Culturally-Appropriate Native American Instructional Resources

Identification of the Basic Elements and Steps in the Use of Culturally-Appropriate Instructional Resources

A case study approach was used to identify the salient differences among model classrooms where culturally-appropriate instruction was purported to take place. This required the identification and selection of model practices as well as the development of a taxonomic profile of factors along which these model practices could be described.

The classrooms involving culturally-appropriate instructional resources for Native American students were not limited to those schools having relatively large concentrations of Native American students. Classroom selection included homogenous (reservation) and heterogenous (urban) Indian populations. Model practices were nominated on the basis of a descriptive profile which outlines probable characteristics of culturally-appropriate instruction.

Once participating schools were selected, the researcher conducted case studies of the schools' processes, materials and characteristics to identify essential similarities and differences. These similarities represent the probable elements of culturally-appropriate instruction.

The second part of Phase One involved the identification of materials and practices which may be appropriate for culturally-relevant instruction. These include curriculum materials, teacher education materials, and curriculum development processes from commercial, public and refugee sources. This work involved contact with a variety of publishers and project personnel to determine the availability of instructional resources.

The intent of the second segement of the research was to provide descriptions of potentially applicable processes and materials for implementing culturally-appropriate instruction, including curricular scopes, instructional materials, teaching techniques, teacher training materials and curriculum development processes and policies.

Together, these strategies would provide information which could depict both the regional needs and resources for culturally-appropriate instruction in Native American education.

II.

A DEPICTION OF MODEL PRACTICES IN THE NORTHWEST

Before model practices could be depicted in the region, potential sites had to be identified and procedures had to be established for systematically reviewing and documenting the educational practice.

A stratified search strategy was first employed on the assumption that model practices would be evenly distributed across Montana, Idaho, Oregon and Washington. Furthermore, to help focus the search, a series of general Native American schooling functions were identified as potential topics for the search:

- tribal school
- dropout prevention
- tutoring/basic skill remediation
- Native American studies
- teacher professional development
- career/vocational education
- cultural education
- program enrichment
- counseling*
- parent involvement*

*At the time this report was written, model practices in these areas had not been successfully identified.

The search for model practices was mounted through contact with a variety of networks, including program policy board members, state department of education representatives, Resource and Evaluation Center Three* for Indian Education Projects and other professional educators.

Sites were selected when they were independently nominated by more than one contract. Sites were not selected on the basis of empirically demonstrated effectiveness, but rather where the consensus of opinion suggested that Native American children were benefiting from the practice in some systematic way.

The second preliminary task involved the design of a profile of factors which could be used to depict the key characteristics of the model practices. Based upon the review of the literature and preliminary practitioner input, a profile was drafted which identified characteristics along five dimensions:

1. curricular--the instructional materials used are culturally relevant
2. instructor--the particular skills, approaches and background of the teacher is culturally appropriate
3. environmental--the physical and psychological conditions of the classroom are culturally appropriate
4. administrative--school policies, procedures and operations which influence teaching and learning are culturally appropriate
5. evidence of effectiveness--the kinds of information available and expectations for gauging student and program success are culturally relevant.

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*Resource and Evaluation Center Three, United Indians of All Tribes Foundation, a private nonprofit corporation in Seattle which is supported by the United States Department of Education for providing technical assistance to Title IV Indian Education Act grantees in the region, was instrumental in assisting the Laboratory in identifying and reviewing several sites. Their cooperation in this study is gratefully acknowledged.

The draft profile was then reviewed and critiqued by a panel of Indian educators from the region:

- Dr. Helen Redbird
  Oregon College of Education
- Dr. Murton McCluskey
  Great Falls School District
- Dr. Carvel Wood
  Oregon State University
- Dr. Ralph Farrow
  Private Consultant
- Mrs. Floy Pepper
  Multnomah Educational Service District

Based upon the review and input of these individuals, a second draft of the profile was written. This version of the profile, along with the study design was then reviewed by Dr. Ray Barnhardt, Multicultural Institute, University of Alaska. The content of the profile remained essentially unchanged by this review, validating the appropriateness of its content.

The profile was designed to identify a series of program characteristics or elements which might be related to culturally-appropriate instruction. During the individual case studies, the profile was used to document the presence or absence of the element and the apparent relationship (positive or negative) to effective instruction. The profile is provided in Appendix A.

Site visits were conducted throughout the Spring of 1982 to nine identified model sites. Descriptions of each practice are provided in the next section.

A. Case Studies of Nine Practices

On the pages which follow, brief abstracts have been provided which depict the general characteristics of both the setting and approach of nine model practices which have demonstrated success in Native American education.

1. Elementary Math Component — Blackfoot School District, Idaho

School Characteristics

The Fort Hall Elementary School has an enrollment of 205 students, 98 percent are Native American. The school is located on the Fort Hall Indian Reservation in Southern Idaho. The community is stable, with little turnover in student body and teaching staff. The staff works toward meeting the needs of each child in the school.

Program Characteristics

Fort Hall Elementary School provides a basic elementary program to grades K-5. The Title IV math program is taught by a math specialist who has worked in this position for six years. The math program is divided into two components:

- Grades 1-2--Modified DISTAR
- Grades 3-5--Remedial Math

The overall purpose of the math program is to bring low achievers and disruptive students in grades 1 and 2 to grade level and to motivate their interest in math. The class is divided into two parts, the first 10-15 minutes focus on group response drill, followed by 15-20 minutes of use of workbook at an individual pace.

The purpose of the remedial math component for grades 3-5 is to bring low achievers to grade level. The class work is divided into group drill and individual use of workbooks. Rewards for weekly completion are given in the form of prizes or games.

Program Resources

No special resources are used in the component, although the math specialist searches for different resources that will work for specific students.

For More Information

For information about either math component, please call or write Peter Lipovac, Title IV-A Coordinator, School District #44, 440 West Judicial, Blackfoot, Idaho 83221 telephone (208) 785-5110.

2. Tribal School — Coeur d'Alene Tribal School, Idaho

School Characteristics

The Coeur d'Alene Tribal School has an average annual enrollment of ninety children in grades one through eight. About 80 percent of these children are Native American, primarily from the Coeur d'Alene Tribe. The school is located on the Coeur d'Alene Indian Reservation in rural northern Idaho. The school has been in operation since the mid-1970's as a Bureau of Indian Affairs contract school.

Program Characteristics

The school offers a fully accredited program of instruction. Twelve professional staff, assisted by nine aides, provide a highly individualized learning environment for the student. Instruction is oriented toward basic skills, self-concept development, and a combination of career and cultural awareness. Parent involvement in the program is strongly promoted.

Basic skills instruction is intensively offered through an individualized, prescriptive approach in the areas of reading, mathematics and language arts. Self-concept development is provided within the classrooms on a regular basis by an elementary guidance counselor. Both self-esteem building and career awareness activities are integrated into the regular curriculum. Cultural awareness activities are conducted weekly school-wide, with community members providing small group instruction in a variety of local tribal customs.

The school's curriculum is correlated with the secondary level curriculum of the local public school to ensure a successful transition into the high school for the students.

Program Resources

The school is Tribally controlled under the direction of a school board composed of community members. The school operates under a contract with the Bureau of Indian Affairs, which provides its basic support. Other supplementary resources are used as well, including Chapter I Compensatory Education, and Title IV-A Indian Education. A three-year Title IV-A (non-LEA) grant was instrumental in accomplishing the school's extensive curriculum improvement efforts.

For More Information

For more information about the tribal school program, please call or write Mr. Don Beach, Superintendent, Coeur d'Alene Tribal School, Box A, DeSmet, Idaho 83824, telephone (208) 274-6921.

3. Drop-Out Prevention, 7-12 Great Falls Public Schools, Montana

School Characteristics

The secondary (7-12) education program in Great Falls Public Schools has an enrollment of 6,500 students in two high schools and four junior high schools. About six percent (378) of the secondary level students are Native American, most having affiliations with Montana tribes. The community setting would be characterized as urban. Over the past several years the District has initiated a drop-out prevention program aimed at Native American students. Historically, the drop-out rate among Indian students has been about one-fourth per year.

An integrated, mulit-strategy approach is directed primarily at the secondary level.

Program Characteristics

The program consists of fifteen key elements which work together to enhance the chances for Indian students to succeed in school:

1. An informed and knowledgable Director of Indian Education responsible for the management and coordination of the District's Indian Education program.

2. Home-School Coordinators in target schools to serve the social and academic needs of Indian students of all age groups by acting as a liaison between home, school and community.

3. Tutors to work with secondary level students in coursework completion.

4. An Indian Studies Resource Center to provide teachers with information and materials for teaching about the Native American.

5. Indian Resource Persons to present programs on Indian history and culture in the regular classroom.

6. Open communication between the school and community at all administrative levels.

7. Awareness and cooperation with other agencies to ensure that services are in the students' best interst.

8. Teacher and administrator orientation to enhance awareness of Indian students' unique needs, background and lifestyles, as well as practices proven effective with these students.

Program Characteristics

9. Inservice for the program staff is provided to strengthen their knowledge and skills in their various discipline areas.

10. The program has cooperated with Montana United Scholarship Services, a Teacher Training Program for Indian People, to place their interns in the classroom as positive role models for Indian students.

11. The student drop-out rate is studied to determine why they dropped out and under what conditions they would continue their education. Recommendations are made to the District on the basis of study findings.

12. The student graduation rate is studied to determine the number of students completing high school and the nature of their programs.

13. The regular school curriculum is continually refined to be more relevant and realistic for the student.

14. The program was instrumental in initiating an in-school suspension policy which does not reinforce student absenteeism by involving additional absenteeism.

15. Active Indian clubs which provide social, recreational and cultural activities.

Program Resources

While the program is largely supported by Title IV-A of the Indian Education Act, much of the program is actually implemented in the regular classroom setting by teachers using the Indian Studies Resource Center and resource persons. Thus, building administrators and staff are viewed as essential participants in bringing about positive changes for Native American students.

For More Information

For more information about the program, its services and approach, please call or write Dr. Murton McCluskey, Indian Education Coordinator, Great Falls Public Schools, P.O. Box 2428, Great Falls, Montana 59403, telephone (406) 791-2212.

4. Math and Reading Tutoring Component (Elementary and Cross-age and Secondary)

Highline School District
Seattle, Washington

School Characteristics

The Highline School District has a total enrollment of approximately 18,000 students of which 674 are identified as Native American. The District is located south of Seattle and considered urban.

Program Characteristics

The Indian Education program at Highline is funded by the Indian Education Act and by state block grant funds. The Indian Education Act funds are used for counseling, cultural activities, curriculum development and tutoring. The state block grant funds form the basic funding for the math and reading tutoring component which has existed for eight years.

The tutoring component is divided into two parts: an elementary cross-age tutoring component where high school students tutor elementary students and a secondary component in which certified teachers are hired part time to tutor high school students during the school day.

On the average, students in both components must be at least one grade level behind in math or reading to receive tutoring services.

The elementary cross-age tutoring component currently employs approximately seventy high school tutors who work with one or two elementary students two days per week. Tutors are carefully trained and monitored by supervisors. Tutees voluntarily participate in the component and are referred by parents, teachers, counselors or by themselves. Poential tutees are pretested and an individual instruction plan is developed and carried out for each tutee.

Services are provided after school. Transportation is provided for those students who live far away from the Indian Education offices.

The secondary component currently employs eight teacher/tutors who are part-time certified teachers. Approximately seventy secondary students receive tutoring services each quarter. Secondary tutees voluntarily participate in the component and are referred by self, teacher or parent. Each teacher/tutor develops an individualized instruction plan for each tutee. Services are provided during the school day on a pre-arranged pull-out basis.

Program Characteristics	The cultural aspects of both tutoring components are left to each tutee. All tutors have access to many culturally relevant teaching materials that are available in the Indian Education office and are used as appropriate. All tutors are required to go through a thorough cultural orientation and must pass a cultural sensitivity exam developed locally.
Program Resources	The Indian Education office has a library with many hundreds of volumes. There are also culturally-relevant learning games and other materials available. Student tutors are provided with, and trained to use a Tutor's Handbook which is available for dissemination.
For More Information	For more information about the elementary cross-age or secondary tutoring components please call or write to Ms. Cathy Ross, Indian Education Office, 15820 6th, S.W., Seattle, Washington 98166, telephone (206) 433-2266.

5. Tribal Culture Camp

Jefferson County School District 509-J
Madras, Oregon

School Characteristics

Warm Springs Elementary School enrolls about 190 students in grades K-6. About 95 percent of these students are Native American; predominately from the Confederated Tribes of the Warm Springs. The school is located on the Warm Springs Indian Reservation of Central Oregon. The junior high school is located in Madras, where Indian students represent 16 percent of the nearly 400 students. While the schools provide the children with academic instruction, cultural awareness is largely offered on a supplementary basis in the Warm Springs Indian community.

Program Characteristics

Naomi Tanamwit, Our Scared Ways, is a summer cultural program instituted by the Warm Springs Tribal Education Committee and Warm Springs Culture and Heritage Committee in conjunction with the school district. The six week program involves Indian children, ages 8-14, in a variety of cultural skills and crafts. Instruction is provided entirely by members of the Warm Springs community. During July and August, each afternoon 69 to 90 children are guided by 8-10 community members through a variety of small group activities. These "learning centers" include traditional crafts, such as beading, shawl making, and weaving, but also include preparation of native foods, stories, songs, dance, drumming, language and social customs.

Through these activities the children are taught appreciation and respect for their heritage. The day camp is not limited to crafts alone, but rather acquaints the children with the spiritual and historical importance of the skills and traditions which they are learning.

Program Resources

The Warm Springs Culture Camp is currently offered through Title IV-A Indian Education grant support.

For More Information

For more information about the Culture Camp, please call or write Mr. John Trujillo, Principal at Warm Springs Elementary School, Warm Springs, Oregon 97761, telephone (503) 553-1128.

6. Enrichment Program

Jefferson County School District 509-J
Madras, Oregon

School Characteristics

Jefferson County School District 509-J enrolls about 715 Native American students, representing more than 30 percent of the District's total enrollment. Indian children generally begin their schooling at Warm Springs Elementary School on the Warm Springs Indian Reservation, where more than 95 percent of the enrollment is Indian. Once these children reach grade seven, they attend junior high school and then senior high school off the Reservation in Madras, where Indian students make up less than 30 percent of the enrollment.

At all grade levels the need has emerged to provide Indian students with educational experiences not normally available through the traditional school program. The purpose of such enrichment experiences are to (1) provide opportunities for increased understanding between Indian and non-Indian students; (2) provide exposure to and develop pride in their Indian culture and heritage; (3) develop career awareness in Indian students; (4) foster healthy self-concept and (5) develop student leadership among Indian students.

Program Characteristics

Special enrichment activities in the past have been criticized as being extravagant and of questionable academic value. Therefore, a procedure was established by the District for systematically planning, implementing and evaluating each enrichment activity. The procedure was based upon the assumption that the enrichment activity should reinforce or supplement regular classroom instruction. Furthermore, the procedure calls for the initiation of an Enrichment Activity Request, in which the teacher describes the nature of the activity. The activity is then approved for content and schedule by the principal and approved for budget and compliance by the program coordinator. Since Title IV Indian Education funds have been used for enrichment, the parent committee has also approval authority over the plans.

Once the activity is completed, a brief report is provided including student evaluations and summary of classroom followup activities. This formal procedure has added credibility to the enrichment program by demonstrating the educational benefit of these experiences for Indian children.

Program Resources	Program support has primarily come from Title IV-A of the Indian Education Act, but historically has also included Johnson-O'Malley and District funds as well.
For More Information	For more information regarding the enrichment program, call or write Mr. Phil Riley, Assistant Superintendent, Jefferson County School District 509-J, 1355 Buff Street, Madras, Oregon 97741, telephone (503) 475-6192.

7. Fishing Industry Specialization

LaConner School District #311
LaConner, Washington

School Characteristics

LaConner School District #311 has 445 students in grades K-12 and approximately one-third of the total student population is Indian. LaConner High School has an average enrollment of 125 and about one-sixth of the students are Indian, with most being members of the Swinomish Tribal Community.

The Swinomish Channel is a working waterway that flows between LaConner and the Swinomish Reservation and provides fishing and water-related employment to many residents of the rural community. Historically, salmon fishing is the cultural and economic mainstay of the Swinomish, and in LaConner fishing has contributed to the dropout rate. While the dropout rate has been high among fishing families in general, it has been especially high for Swinomish boys.

Program Characteristics

The Fishing Industry Specialization (FINS) Program was designed as a result of a citizen advisory committee's recommendations to the LaConner School Board. The committee urged that the educational program incorporate the students' experiences at sea and provide students with a realistic incentive to complete school--to master academic skills--by starting with what they know...and taking it from there.

The FINS Program is a two-year course of study leading to (1) a certificate of competency for an entry level fisheries job, and (2) a high school diploma or a General Equivalency Diploma (GED). The six courses offered through FINS are: Basic Skills I (English); Navigation (math); Marine Education (science); Marine Voc-Tech Electives; Business Management; and Practicum.

The curriculum design for FINS courses emphasizes the mastery of academic skills through instruction that is immediately relevant to making a living at sea. The courses blend academic coursework, field experiences and on-the-job training.

> Mathematics is taught as a tool to be learned in order to plot a course accurately, handle navigation equipment, order supplies for a fortnight at sea, complete a tax report, and keep profit-loss statements. Science teaches students how and where to fish as well as how to improve methods of harvesting the sea and renewing its resources. Learning the vocabulary of the sea becomes the key concept

in common communication. Writing legibly is essential when students must send vital messages. The at-sea-time unit takes students out on a commercial fishing boat for 40 hours of instruction and work assignments.*

The learing materials are semi-self-instructional and so are well suited to individualized instruction. Much of the instruction is "hands-on," providing students the opportunity to develop academic as well as technical skills like marine engine repair, net mending, welding, water safety and deck seamanship.

While FINS courses are open to juniors and seniors, Indian and non-Indian, who identify an interest in the program, many FINS students are "reluctant learners" who have had a history of attendance and disciplinary problems in school.

None of the FINS courses are mandatory for high school graduation; they are alternatives to the regular high school courses. Students can opt to select a few of the FINS courses or can take all of the FINS offerings.

Generally, the information in FINS courses focuses on contemporary contexts, but information is included on traditional Indian fishing practices and historical fishing rights.

Commitment and support for the FINS Program within the community and the District, including the administration, school board and faculty is evident. Program staff and administrators have high educational standards and expectations for the students and the Program and measurement of student learning is integral to the Program.

The general response from FINS students are that they believe they are learning a lot in FINS courses that they would not otherwise learn--in or out of school. Students attribute increased academic knowledge and improved fishing skills to the FINS courses and many have credited the Program with keeping them in school.

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*Quote taken from article written by Dr. Paul Avery, Superintendent, LaConner Schools

Program Resources

Funding for the FINS Program has been from the Washington State Title IV, Part C Elementary and Secondary Education Act Program, however the regular District budget has provided support as well. The staff of the FINS Program reflects the combined fiscal support for the Program: the project developer is the District superintendent; the commercial fisheries specialist was paid by the Title IV-C grant and will be paid by the District next year since the grant has expired; the reading specialist who helped develop curriculum was under the Title I Reading Program; and the marine biology specialist and vocational-technical teacher are regular District employees. FINS students take voc-tech courses with other students but focus their tasks in class on marine-related work since the FINS Program is integrated into the regular school curriculum.

An important resource to the FINS Program is the FINS Advisory Board which is comprised of employers and specialists in marine sciences and occupations who advise staff on the development of the program and the specific competencies that employers foresee as employable skills. Representatives from the Swinomish Tribal Community sit on this advisory board with educators, contractors, marine industry owners and public service managers.

For More Information

For more information regarding the FINS Program call or write Dr. Paul Avery, Superintendent, LaConner School District #311, Box D, LaConner, Washington 98257, telephone (206) 466-3171.

8. Indian Studies Curriculum, 7-12 — Lapawai School District, Idaho

School Characteristics

The secondary (7-12) program in Lapawai School District has an enrollment of 286 students in one building. More than one-third of the students are Native American. The District is located on the Nez Perce Indian Reservation in Northern Idaho. The community is stable, with little turnover in student body and teaching staff. Over the years the staff have worked toward making the cultural context of the curriculum more relevant to the students.

Program Characteristics

Lapawai High School provides a basic secondary level program of instruction with an emphasis upon Indian Education. Basic skills remain the foundation of instruction with Native American information providing the context. Courses are offered in Native American literature, Indian history and Native American issues. While Title IV-A of the Indian Education Act provides some supplemental resources, the staff and course offerings are a regular, credentialed part of the school program. Historically, the offerings have come about as an outgrowth of community and staff interest, rather than external mandate. The overall purposes of the Indian Studies Curriculum offerings are to:

- develop pride and knowledge in Indian heritage
- develop and apply basic skills
- enhance students' interest and attitude toward school by offering high-interest, relevant courses of instruction

The cultural context of the courses include a combination of general historical and local contemporary information. The curriculum materials is eclectic, combining locally developed materials with several commercial sources. Courses of instruction are structured and rigorous assessments of students' learning are made, thereby maintaining the academic standards of the school. Students, both Indian and non-Indian, have responded positively to these classes.

Program Resources	No special resources are involved in these offerings. Each course is taught by members of the high school staff. The course offerings include both basic and elective credit classes in language arts and social studies.
For More Information	For more information about the course offerings, materials and approaches, please call or write Mr. Carl Johnson, Principal, Lapwai High School, P.O. Box 247, Lapwai, Idaho 83540, telephone (208) 843-2241.

9. Teacher In-Service — Tacoma Public Schools, Washington

School Characteristics

American Indian students comprise nearly 3.2 percent (921) of the Tacoma Public Schools population. Tacoma Public Schools and its Indian Education Program serve students in grades K-12 in 56 bildings (five high schools, ten junior high schools and 41 elementary schools). The urban setting of Tacoma includes the Puyallup Nation but more than 90 different tribes are represented in the Tacoma Public School population.

Program Characteristics

The Tacoma Indian Education Program began in 1973 and began providing teacher in-service in 1974. Today, the primary goals of the Program are:

- Career and Vocational Development
- Social Services with Parent Involvement
- Cultural Presentations and Activities

One means Tacoma uses to achieve these goals is teacher in-service. The philosophy underlying the in-service is that curriculum is fundamental to education, and for teachers to effectively implement curriculum, they must be trained to present it.

Since the Indian Education Program began providing teacher in-service, it has employed four different methods for the training and preparation of curriculum.

IN THE FIRST METHOD, individual program staff and consultants developed curriculum units to be used by classroom teachers. The units were designed to be supplemental texts that are self-contained. Each unit has a teacher's guide which includes background information, student activities, evaluation instruments and a bibliography. Units developed under this method include: Native American Music and Dance, Native Peoples of Southeastern Washington, Northwest Coast Indian Art, The Real Thanksgiving, and Writing Handbook for Teachers and Tutors.

THE SECOND METHOD brought classroom teachers, paraprofessionals, community members, program staff and cultural consultants together for a training period of three to five days. During this time, the school district released the interested teachers from classes and substitute teachers were provided by the Indian Education program. The cultural consultants gave demonstrations and provided information through textbooks and other printed

resources and audio-visual materials on topics such as Native American music, dance, games and legends. With this information and with the guidance of the consultants, the participants, in groups of two or three, developed curriculum units on the topic of their choosing. In this method the inservice is part of the curriculum development process. As a result of three training sessions, three teacher's guides were compiled from the participant-developed curriculum units:

Book I — American Indian Culture-Based Workshop (focus: Elementary, Social Studies and History teachers developed methods for including cultural material in classes);

Book II — American Indian Culture-Based Workshop (focus: Physical Education, Music and Art teachers developed units on Indian music, dance, games, crafts); and

Book III — American Indian Culture-Based Workshop (focus: Librarians prepared units to encourage children to read books by and about Indians).

THE THIRD METHOD provided teacher training by offering college credit courses, taught by a cultural consultant, at a local college. In a regular classroom setting, teachers heard lectures, saw demonstrations and participated in activities that prepared them to present cultural curriculum in their classrooms. The two courses offered by the college were: (1) Social Studies and History, and (2) Music and Dance. For homework assignments the participating teachers prepared lesson plans for their classes.

THE FOURTH METHOD used to provide teacher in-service occured in the classroom. Indian Education Program staff prepared presentations, by grade levels, and then informed the teachers that each teacher could schedule up to two presentations. The presentations were conducted by the Program staff but the teacher must have been present during the presentation. The Program staff then provided the teacher with the presentation materials so that the teacher could make the presentation on his/her own in the future.

In all four methods the Tacoma Indian Education Program attempted to provide the teachers with sufficient experience with the curriculum so that they felt comfortable presenting the information and conducting activities. Their in-service emphasized methods--"how to" or "hands-on"--that teachers can implement on their own. The in-service is structured and utilizes the expertise of the staff, consultants and participants to achieve a practical, usable curriculum unit for each teacher.

Teachers *and staff, Indian and non-Indian, indicate that* the in-service sessions in which they develop curriculum units themselves are the most beneficial.

Program Resouces

The Tacoma Indian Education Program is supported largely by Title IV, Part A, Indian Education Act grant funds. These teacher in-service methods are provided with funds from both Title IV-A and the State Department of Public Instruction SPECIAL NEEDS RITES Program. While the services provided by the Program are supplemental, the teachers and librarians participating in the training are regular district staff and teach both Indian and non-Indian students.

For More Information

For more information about the teacher in-service methods and materials, please call or write James Egawa, Indian Education Program Coordinator, Tacoma Public Schools, P.O. Box 1357, Tacoma, Washington 98401, telephone (206) 593-6985.

B. Common Attributes of Model Practices

While nine case studies* may represent a relatively small sample from which to draw conclusions, they do represent a significant source of information concerning successful practices. For example, if these nine case studies share common attributes, then it could be surmised that the attributes reflect traits which are important for the provision of culturally-appropriate instruction.

Items from the profile were reviewed to identify traits which uniformly emerged across the nine model sites. Sets of items were selected for which at least two-thirds (67%) of the sites agreed that all characteristics had a positive influence on culturally-appropriate instruction. These items are listed below along with the degree of agreement among sites:

1. Curricular authenticity (89%)
2. Curricular relevance (89%)
3. Multicultural promotion and acceptance of instructor (85%)
4. Instructor recognition of culturally-related needs (88%)
5. Instructor sensitivity (85%)
6. Classroom physical configuration (75%)
7. Classroom learning climate (86%0
8. Classroom visual display of materials (81%)
9. Administrative cultural sensitivity (69%)
10. Community involvement in school (85%)
11. Cognitive evidence of effectiveness collected (78%)
12. Affective evidence of effectiveness collected (89%)
13. Perceptions and expectations are positive (74%)

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*Additional sites and practices will continue to be identified, but both time and information limited the present study to only nine practices.

The remaining four areas were rated as important by at least half of the model sites, but there was not sufficient consensus to merit their inclusion as primary factors--(1) consistency of curriculum materials; (2) the ethnicity and experience of the teacher; (3) administrative support of staff training and curriculum renewal efforts, and (4) evidence is available to demonstrate positive interpersonal relations among students.

Some agreement does exist as to what's important in Indian Education. Furthermore, the field evidence and research literature both strongly suggest that culturally-appropriate instruction is multi-dimensional. Since culturally-appropriate instruction is multi-dimensional, strategies for instructional improvement will need to be varied as well. No one single approach for educational improvement is possible. Instead, strategies for improvement will need to be mounted along four lines:

1. Curriculum improvement
2. Teacher training and professional development
3. Administrative improvement
4. Community involvement

III.

NATURE AND EXTENT OF AVAILABLE MATERIALS AND RESOURCES

A commonly shared concern among Indian educators has been the lack of materials and resources available for enhancing the quality of education. The second strand of the field research involves the identification of materials and practices which may be appropriate for culturally-relevant instruction. These resources include curriculum materials, teacher education materials and curriculum development processes from a variety of sources.

A. Instructional Materials

During the past years, educators throughout the greater Northwest have expressed the need for culturally-appropriate instructional resources. Specific requests have been made for information on classroom textbooks that relate to the American Indian, and for texts that are targeted toward meeting the culturally-related academic needs of Indian children in grades kindergarten through eight. In response to their concerns the Indian Reading and Language Development Program of the Northwest Regional Educational Laboratory conducted a search to identify printed materials available for classroom use. This curriculum information, compiled in directory format, will assist educators, schools and programs, both in the region and across the country.

The project was carefully defined to provide the most useful information for IRLDP constituents. In general, the following types of materials did not fall in the scope of the research effort.

- Materials developed for one-time distribution
- Materials not currently available
- Bibliographies

- Books designed for library use, including student and teacher reference books
- Bilingual materials
- Curriculum available only in a specific school district
- Audio-visual materials

The IRLDP is most interested in curriculum materials dealing with both Indians in general, and in our region, the greater Northwest. Many tribes outside of our region have developed quite specific curriculum materials dealing for example with the art or history of their tribe. Most of these materials are included--both to answer research requests from outside our region and because many provide outstanding models for areas wishing to develop their own curriculum. Some geographic areas or tribes, such as the Navajo, have complete listings available of their own materials, and we suggest contacting them directly. Relevant directories are listed in the Appendix.

Data for the guide was gathered from publishers, university presses, school districts, educational clearinghouses, government offices, non-profit corporations and educators specializing in Indian Education. During the course of the investigation, approximately 200 publishers were contacted (see Appendix). Each publisher received a letter describing the project and requesting specific information for appropriate materials, including:

- title
- author
- grade level
- discipline area
- cultural focus
- unique features of the book
- date published
- number of pages
- ordering information
- cost

Publishers to be contacted were selected through several sources. Elementary and High School Textbooks in Print proved a useful resource in locating major publishers currently printing classroom texts in this field. Government offices, including each regional Bureau of Indian Affairs office were also contacted. An ERIC search was conducted as well.

The directory is designed to quickly provide educators with specific up-to-date responses to information requests. Use of the comptuer/word processor keeps the directory a "living bibliography"; new materials can be added immediately, new information such as price or availability changes can be added as soon as received, and we can use the computer to respond to the specifics of any educator's request.

An educator can request information categorized by any of the areas below. For example, materials can be located exclusively for a specific geographic area, written by a certain author, or by grade level.

Publishers and educators were encouraged to keep the program informed of newly developed materials which are appropriate for the directory.

1. Grade Level. Grade levels are defined as follows:

   Primary - Kindergarten through Third grade
   Intermediate - Fourth, Fifth, and Sixth grades
   Secondary - Seventh and Eighth grades

2. Text Title. Full title of text.

3. Author. Listed by last name, first.

4. Publisher Information. This includes the name of the publisher, and the ordering information--address, telephone, and cost of the material at the time of this printing.

5. Target Audience. This category provides additional information on the uses of the textbook.

6. Subject Area. One or more the following discipline areas are indicated for each book:

- Social Studies
- Language Arts
- Art and Music
- P.E., Health, Recreation, Dance
- Science, Math
- Home Economics, Applied Arts
- Career Guidance
- Mulit-Cultural/Ethnic Education

7. Teacher's Guide. If the book is a general teacher's guide, it is noted here. Teacher's guides that accompany textbooks already included in the directory are noted in the Description secton listed in the text title. Examples of teacher's guides that appear in this section are--Ther's an Indian in Your Classroom and state curriculum guides.

8. Description. The first section describes the text contents and/or story outline. The second section details the following:

- Copyright date
- Number of pages
- Whether the book is illustrated
- Whether the book has a teacher's guide

Where the actual text was not available for reviewing, the description was verbatim from the publisher's description.

9. Focus. One or more of the following three categories may be indicated:

- North American Indians
- Regional Indian groups
- Specific tribes

10. Geographic Region. If the text concentrates on a specific geographic area, the area appears here. Generally accepted geographic areas denoted in this directory are:

- Plains
- Plateau
- Woodlands
- Southwestern
- Southeastern
- Northwest Coast/Southeast Alaska
- Athapaskan
- Eskimo

11. Reviewed. Each publisher was asked to send a sample copy of their textbook for review. If sample sets were not available, the IRLDP either searched for the book through library sources, or in some instances, purchased the material. Those texts which were not located through these means, but which seemed to be appropriate according to the publishers description, are included in the text as "not reviewed." Materials which were reviewed are not necessarily recommended by the program. They are simply materials that fit the scope of this study and seemed acceptable.

In all, more than 270 curriculum units were identified for use at various grade levels--117 primary, 163 intermediate, and 104 secondary.* A breakdown of the level and content of the resource materials is summarized on the following page. These materials generally addressed the social studies discipline, but also included language arts, art/music, P.E./health/ recreation/dance and, occassionally science, mathematics, home economics and applied arts. Most material was related to specific Indian tribes, while a few discussed regional Indian groups. Very few dealt with Native Americans in general. About two-thirds of the material was historical in nature, with the remaining dealing with contemporary Indian life.

Possibly the most important finding is that Native American curriculum materials are generally available, particularly in the social studies area. The availability of curriculum materials is not the greatest problem. However, identifying, acccessing and adapting curriculum materials to local settings

*Because of the magnitude of the curriculum resource bibliography, the manual has not been appended. References from the resource manual can be obtained from NWREL directly.

INDIAN LP FILE

Field		Total Number of Records
DISCIPLINE		
Language Arts		151
Social Studies		124
Art & Music		38
P.E., Health, Recreational Dance		28
Science, Math		10
Home Ec., Applied Arts		10
Career Guidance		4
Other:		18
Autobiography	1	
Guidance	2	
Multicultural Education	6	
Religion	1	
Story	6	
Teacher Information	2	
FOCUS		
North American Indians		43
Regional Indian Groups		1
Specific Tribes		163
GEOGRAPHIC		
Plains		95
Plateau		44
Woodlands		22
Southwestern		20
Southeastern		10
N.W. Coast		31
Athabascan		0
Eskimo		1
General		5
Total number of records		267
Total Discipline		383
Total Focus		207
Total Geographic		228

will be a challenge to educators. Little direction could be found for the design of a cultural instructional scope and sequence, authentication of materials by the community and other processes for adapting curriculum to meet local needs. These technical procedures for curriculum improvement appear to reflect the greatest regional need concerning culturally-appropriate instructional resources, since very few organizations could be identified which provides such services.*

*The University of Nebraska Curriculum Development Center was one of the few institutions which provides curriculum development/adaption services for Native American education.

B. Teacher Preparation Programs

The Indian Reading and Language Development Program also conducted an inquiry to identify teacher training programs that emphasize techniques for teaching American Indian youth in grades kindergarten through twelve. The search was specifically for exemplary programs and practices that ultimately make a difference in the classroom.

The search extended to universities and programs across the country. Masters degree programs providing special areas of concentration and Indian Education programs affiliated with universities were of special interest.

Programs funded for a particular period of time, whose funding is ending, or whose status is unclear were not excluded, as we were looking for successful practices and techniques and did not feel that continued funding is necessarily synonymous with success in the classroom.

This inquiry exclusively concentrated on programs that train teachers to work with Indian youth. Programs dedicated to training educators to teach about Indian culture or history in the required classroom did not meet our requirements. Native American studies programs, for example, were not automatically included.

Methodology

The basic types of organizations and programs receiving a letter of inquiry were universities and organizations sponsoring Indian Education programs, like Title IV and Teacher Corps. Additionally, some State Departments of Education and some education consultants were contacted.

- Universities - Several directories were consulted to locate the university programs meeting our criteria. The most useful for our purposes was: A Directory of Hispanic and American Indian Higher Education Programs - published by the University of New Mexico College of Education (1980).

- Sponsoring Organizations - Teacher Corps and Title IV.

Forty-six programs, schools and individuals that seemed to meet our criteria, were sent one or more letters of inquiry, and several were also contacted by telephone. All the programs contacted were listed in the Appendix. Of those responding, several, under closer examination did not meet our guidelines.

The nine programs identified are listed below.

Program	Organization/Location	Nature of Program
Ute Indian Tribe Teacher Training	Uintah and Ouray Reservation Fort Duchesne, Utah	72 credit hour/720 practicum hour teacher preparation program sponsored by Brigham Young University
Indian Education Program	The University of Utah Salt Lake City, Utah	Series of ethnic studies and education courses dealing with Indian Education and which are taught by Indian faculty as role models, field experience in the Indian community is also included
Elementary Teacher Training Program	The Navajo Nation Window Rock, Arizona	University of New Mexico at Albuquerque
Special Education Training Program	The Navajo Nation Window Rock, Arizona	Graduate level program offered by Northern Arizona University at Flagstaff
American Indian Bilingual Education Program	Humboldt State University Arcata, California	Title VII teacher training in multiple subjects credential with field experience
Northern Plains Teacher Corps	University of North Dakota/Turtle Mountain Community School, Rolette County, North Dakota	Preservice and inservice program for preparing teachers of Native American students

Program	Organization/Location	Nature of Program
Cheyenne River Teacher Training Program	Cheyenne River Community College/Black Hills State College, Eagle Butte, South Dakota	Teacher certification program which is individualized, community-based, founded on Dakota values and competency based
Cross-Cultural Education Program	University of Alaska, Fairbanks	Bachelor of Education field-based program founded as the Alaska Rural Teacher Training Corps project
Indian Teacher Training Model	New York State Indian Education Coalition/ Office of Cultural Education, New York State Education Department S.U.N.Y., Brockport, New York	Summer Institute on Native American bilingual/bicultural education

A number of other programs identified which did not entail Native American teacher education. These primarily included ethnic studies programs in which the participant receives a degree in Native American studies. A number of institutions offered isolated courses in educationally related Native American issues, such as Teaching Reading to Indian Students offered at Eastern Montana State College. In addition, several teacher training programs were identified which are no longer in operation. These programs were funded by Teacher Corps, Title IV-B Indian Education and Title VII Bilingual Education sources.

In general, the teacher training programs identified tend to share three common elements--(a) a basic core curriculum in pedagogy, (b) a series of courses on Native American issues which generally address a combination of local tribal information and strategies for interpersonal communications, community involvement, student motivation and curriculum development, and (c) a field-based practicum of student teaching in schools having a significant Indian student enrollment.

Two major conclusions were apparent from the review of teacher training programs. First, the number of higher education institutions providing such training are limited. Where they do exist, the training tends to be oriented toward the training of Native American people to work in schools having substantial Native American enrollments. Furthermore, the majority of the training is based upon sound principles of education tempered with field experience. Thus, Native American teacher education programs do not differ tremendously from traditional teacher preparation programs--they are both based upon sound pedagogy and student teaching. Thus, while currently limited in number, the need for teacher education programs appears to be a matter of expanding and enriching existing teacher education programs, rather than one of designing entirely new programs.

The second conclusion is that Native American teacher education may most efficiently and appropriately be dealt with through inservice and continuing education of teachers who are already working in schools with Indian students. For example, the summer institute offered by the State University of New York provides for a plan

> That will enable selected teacher training institutions in New York State to provide courses and other teacher-training experiences that relate to the cultures and heritage of Native Americans. In addition, this plan should provide for the establishment of statewide preservice and inservice teacher training programs to assist those who teach Native American children.*

Such programs can enhance the existing skills of teachers and put these skills and expectations into a cultural perspective. This conclusion is based upon

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*New York State Board of Regents policy on Native American Education.

two findings. First, as noted above, Native American teacher education programs do not differ substantially from other teacher preparation programs and, secondly, teachers may encounter Native American students as a matter of circumstance, rather than plan. Therefore, the professional development activity should be offered in close proximity to the teaching setting and, as such, could be done in a relatively efficient manner.

IV.

CONCLUSIONS AND RECOMMENDATIONS

Through a series of site visitations, discussions with professional educators, literature reviews and the collection of resource materials, the Laboratory's Indian Reading and Language Development Program has formulated a series of conclusions which depict the needs and resources of Indian educators in the greater Northwest.

Evidence suggests that culturally-appropriate instructional resources do exist. In particular, a good deal of curriculum material already exists. Furthermore, school staff appear to be relatively cognizant of Indian Education issues. The real needs appear to exist in the areas of curriculum adaptation and teacher effectiveness. As usual, the quality and sensitivity of the staff makes the greatest difference.

The recommendations for future program direction, on the basis of the current study, are three-fold:

1. <u>If Indian students are going to be successful in school, the instructional staff must demonstrate a unique array of skills, attitudes and behaviors which are particularly effective in Native American Education</u>. A review of the research literature found that:

   > Many of the well-designed, formal studies reviewed gave strong indications that Native American students perform well in school when: (a) teachers extend personal warmth and respect to them; (b) they have contact with successful Native American adults or older students; (c) their native language and culture is used as a point of departure for learning curricular content and learning English; (d) visual and oral teaching methods complement the use of printed material; (e) the classroom environment is open and flexible; and (f) instructional activities call for cooperation and avoid putting the individual student "on-the-spot" before his or her classmates. (NWREL: November 1981.)

The program's current study of successful Native American education programs in the region provides evidence that staff characteristics are the most important factor contributing to a school's effectiveness in providing basic skills in Indian children. As one principal commented, "Helping our teachers to understand cultural differences is one of our greatest needs."

2. <u>If Indian students are going to stay in school and be successful in school, the curriculum offerings must be suited to the culturally-related academic needs of the students</u>.

Each week the Northwest Indian Education Program receives requests from school districts in the region for assistance in "(a) identifying curricula/materials in the region for elementary and secondary Native American students; (b) identifying criteria to determine appropriateness of existing curriculum and materials; and (c) identifying methods for modifying existing curriculum and materials to ensure their appropriateness for the learner." (Project RURAL, Broadus, MT: February 1982.) Again, the program's current field-based research has shown that a school's Native American curriculum must be: (a) basic skills oriented; (b) an integral part of the regular program; (c) have a well-defined scope and sequence; (d) use the cultural orientation of the students as a central theme; (e) provide a realistic balance between historical and contemporary information; and (f) have demonstrated credibility with students, teachers, administrators and parents. Therefore, curriculum must be tailored to the needs and context of each school and community. At this point, few schools have been identified which have successfully adapted curriculum which effectively piques the interests of Indian students, while providing them with a full repertoire of basic skills.

3. <u>If teachers are going to effectively adapt their materials and techniques to better instruct Indian students, then administrative policies, practices and attitudes must provide leadership, sensitivity, and an orientation to renewal.</u>

The Laboratory's work in the application of research on school effectiveness has consistently identified several administrative factors which deal with (a) parent/community participation and (b) the principal as instructional leader. As one principal pointed out, "In graduate school I learned school administration, but very little of what I learned applies in this school setting." The program's field research has demonstrated that the school administration can facilitate program improvement and communication or effectively suppress innovation and the exchange of ideas. A teacher in an effective Indian Education program mentioned, "None of this would be possible without the support of the district and community. Our administration has included Indian Education as a priority and is committed to meeting the needs of all students."

Thus, the needs related to Indian Education within the region are three-fold: teacher training and professional development, curriculum adaptation and administrative leadership. Each of these are necessary for increasing the effectiveness of schools in successfully providing basic skills in Indian students. Each offer an avenue by which culturally-appropriate instructional resources can more adequately be provided to students.

END OF REPORT

APPENDIX A

Descriptive Profile of Culturally-Appropriate Instructional Resources

DIMENSION	FACTOR	CHARACTERISTICS	+ / - EVIDENCE
1. Curricular The instructional materials used are culturally relevant.	a) Consistency	o material is conceptually organized in a manner effective with Native American learners o material is presented as an essential part of the lesson o program purposes are compatible with basic educational goals o instructional transition points flow smoothly	
	b) Authenticity	o information is presented in a complete, factual and genuine manner o stereotyping and bias are eliminated	
	c) Relevance	o material is relevant to program and course goals o material is relevant to student needs o material is relevant to student interests	

Descriptive Profile of Culturally-Appropriate Instructional Resources

DIMENSION	FACTOR	CHARACTERISTICS	+ / - EVIDENCE
1. Curricular -- Cont'd	c) Relevance	o material draws upon experiential background and values of students o content of material is appropriately balanced between historical and contemporary, as well as the treatment of different cultures o cultures are viewed as current and ever changing, rather than static	

Descriptive Profile of Culturally-Appropriate Instructional Resources

DIMENSION	FACTOR	CHARACTERISTICS	+ / - EVIDENCE
2. Instructor The particular skills, approaches or background of the teacher is culturally-appropriate.	a) Multi-Cultural Promotion and Acceptance	o recognizes, accepts and allows students to discover and be proud of their cultural backgrounds o encourages students to recognize and value cultural differences and similarities o approaches multi-cultural topics as an integral part of instruction	
	b) Recognition of Culturally-Related Needs	o recognizes communication and value differences in an intercultural context o recognizes learning styles of ethnic students and the effects of teaching styles on student performance and behavior o listens, responds to and respects student's comments o uses a variety of instructional approaches to personalize learning o provides multiple avenues for student interaction	
	c) Sensitivity	o approaches teaching in a positive and confident manner o effectively deals with bias and stereotypes	

Descriptive Profile of Culturally-Appropriate Instructional Resources

DIMENSION	FACTOR	CHARACTERISTICS	+ / - EVIDENCE
2. Instructor -- Cont'd	c) Sensitivity	o promotes student interest and involvement in learning o seeks appropriate resources as the need arises o approaches multicultural issues with ethnic neutrality, interest and curiosity o promotes students' ability to effectively deal with social conflict o provides for a variety of modes of student expression (visual/ oral/etc.)	
	d) Background	o training/native-non-native/ inter-active rythm adopts to student context o length of time in program	

Descriptive Profile of Culturally-Appropriate Instructional Resources

DIMENSION	FACTOR	CHARACTERISTICS	+ / - EVIDENCE
3. Environmental The physical and psychological conditions of the classroom are culturally-appropriate.	a) Classroom Configuration	o students' spacial arrangement promotes social interaction and peer involvement o activities tend to be student-centered, rather than teacher-directed o classroom space can be organized to allow a variety of multi-sensory stimuli o classroom space is flexible and is organized according to a variety of instructional purposes	
	b) Classroom Climate	o student-teacher levels of trust and respect are high o learning environment is positive and accepting--free from fear, threat, humiliation and failure o student reactions to the multi-cultural lessons are positive o multicultural information is presented in an open and non-threatening manner	

Descriptive Profile of Culturally-Appropriate Instructional Resources

DIMENSION	FACTOR	CHARACTERISTICS	+ / - EVIDENCE
3. Environmental Cont'd	c) Classroom Visual Display	o multicultural themes are displayed o artifacts and manipulatives are accessible to students o students' own art work is displayed	

Descriptive Profile of Culturally-Appropriate Instructional Resources

DIMENSION	FACTOR	CHARACTERISTICS	+ / - EVIDENCE
4. Administrative School policies, procedures and operations which influence teaching and learning are culturally-appropriate.	a) Cultural Sensitivity	o cultural needs and differences are recognized as important emotional and educational factors o cultural stereotypes and bias not tolerated as a matter of policy and practice o multicultural topics are included in the school district philosophy and educational goals o an administrative commitment is demonstrated by making resources, materials and personnel available to effectively carry out multicultural education	
	b) Community Involvement	o parent participation in the education of their children is promoted o community is involved in school activities o school-community relations are two-way and cooperative	

Descriptive Profile of Culturally-Appropriate Instructional Resources

DIMENSION	FACTOR	CHARACTERISTICS	+ / -	EVIDENCE
4. Administrative Cont'd	c) Training and Renewal	o staff inservice addresses culturally-relevant curriculum and culturally-related needs o curriculum adoption process includes consideration of cultural variables and local priorities o training and renewal activities utilize Indian community input o administrative values promote alternative approaches to instruction		

Descriptive Profile of Culturally-Appropriate Instructional Resources

DIMENSION	FACTOR	CHARACTERISTICS	+ / - EVIDENCE
5. Evidence of Effectiveness The kinds of information available for gauging students' and program success are culturally-relevant.	a) Cognitive	o students demonstrate an awareness and understanding of Native American culture o students demonstrate mastery of both culturally-related and basic education skills	
	b) Affective	o students demonstrate an appreciation for the contributions of Native American cultures o students demonstrate self awareness and pride in their cultures	
	c) Interpersonal	o students demonstrate respect for and sensitivity to others o students demonstrate inter-cultural communication skills o comfortable social interaction is demonstrated across cultural lines	

Descriptive Profile of Culturally-Appropriate Instructional Resources

DIMENSION	FACTOR	CHARACTERISTICS	+ / - EVIDENCE
5. Evidence of Effectiveness Cont'd	d) Perceptual	o students perceive themselves as successful o teachers perceive themselves and their students as successful o parents encourage and promote learning and achievement	

APPENDIX B

Aberdeen Area Office
Attn: Educational Specialist
Federal Building
115 4th Avenue, S.E.
Aberdeen, SD 57401

Abingdon Press
Customer Service Dept.,
201 Eighth Ave. S.
Nashville, TN 37202

Albert Whitman & Co.
560 W Lake St.
Chicago, IL 60606

Albuquerque Area Office
Attn: Educational Specialist
P.O. Box 8327
5301 Central Avenue
Albuquerque, NM 87108

Alfred A. Knopf
Subs Random House
201 E. 50th Street
New York, NY 10022

Allyn & Bacon, Inc.
470 Atlantic Ave.
Boston, MA 02210

Allyn & Bacon, Inc.
470 Atlantic Ave.
Boston, MA 02210

American Book Co.
Div. of Litton Educational
Publishing, Inc.,
135 W. 50th St.
New York, NY 10020

American Indian Curricula Development Program
U.T.E.T.C.
3315 S. Airport Road
Bismark, ND 58501

American Indian Press
Association, Room 206
1346 Connecticut Ave. N.W.
Washington, D.C. 20036

American Philosophical Society
104 So. 5th Street
Philadelphia, PA 19106

American Teaching Aids
P.O. Box 1406
Covina, CA 91722

Anadardo Area Office
Attn: Educational Specialist
WDC Office Complex
P.O. Box 368
Anadardo, OK 73005

Annual Reviews, Inc.
4139 El Camino Way
Palo Alto, CA 94306

Arco Publishing Inc.
Div. of Prentice-Hall Inc.
219 Park Ave., S.
New York, NY 10003

Arizona State University
Center For Indian Education
College of Education
Tempe, AZ 85201

Arno Press Inc.
3 Park Avenue
New York, New York 10016

Assn. for Childhood Education
International
3615 Wisconsin Ave., NW
Washington, DC 20016

Assn. of Teacher Educators
Affiliate of National Education Assn.
1701 K St., NW
Suite 1201
Washington, DC 20006

Atheneum Publishers
122 E 42nd St.
New York, NY 10017

Aurora Publishing Inc.
P.O. Box 120616
Nashville, TN 37212

Avon Books
Hearst Corp-Hrst Mags Div.
959 8th Ave.
New York City, NY 10019

Baker Book House
Publications
1019 Wealthy St. SE
Grand Rapids, MI 49506

Ballantine Books Inc.
Subs Random House
201 E. 50th St.
New York, NY 10022

Ballena Press
P.O. Box 1366
Socorro, NM 87801

Benefic Press
Div. of Beckley-Cardy Co.
1900 N. Narragansett
Chicago, IL 60639

Berkley Publishing Corp.
200 Madison Ave.
New York, NY 10016

Billings Area Office
Attn: Educational Specialist
316 N. 26th Street
Billings, MT 59101

Bobbs-Merrill Co. Inc.
Subs Howard W. Sams & Co.
4300 W 62nd St.
Indianapolis, IN 46268

Brainerd Senior H.S.
The Librarian
702 South 5th St.
Brainerd, MN 56401

Branden Press
P.O. Box 843
Brookline Village
21 Station Street
Boston, MA 02147

Brookings Institution
1775 Massachusetts Ave. NW
Washington, D.C. 20036

Bureau of Indian Affairs
1951 Constitution Ave. NW
Washington, DC 20242

Burt Franklin
235 E 44th St.
New York, NY 10017

CA CAPO Press Inc.
227 W. 17 St.
New York, NY 10011

Charles C. Thomas Publisher
301 E. Lawrence
Springfield, IL 62703

Charles Scribner's Sons
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New York, NY 10017

Children's Press
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Chicago, IL 60607

Christian Schools International
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Grand Rapids, MI 49508

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Albuquerque, NM 87108

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South Tama County
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Continental Press, Inc.
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Corenell University Press
124 Roberts Place
P.O. Box 250
Ithaca, NY 14850

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Mankato, MN 56001

Creative Education, Inc.
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Minneapolis, MN 55408

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Dakota Press
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New York, NY 10017

Denison, T.S. & Co., Inc.
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Minneapolis, MN 55431

Dillon Press, Inc.
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Minneapolis, MN 55415

Dissemination & Assessment Center
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Austin, TX 78752

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Dover Publications Inc.
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New York, NY 10014

E. P. Dutton & Co. Inc.
201 Park Avenue South
New York, NY 10003

ECA Publishing Co.
P.O. Box 1057
Menlo Park, CA 94025

Eastern Area Office
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1951 Constitution Avenue, N.W.
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Encyclopedia Britannica
Education Corp.
425 N. Michigan Avenue
Chicago, IL 60611

Eukabi Publishers
P.O. Box 7481
Albuquerque, NM 87104

Everett-Edwards Inc.
Box 1060
De Land, FL 32720

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Jamaica, NY 11435

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Beverly Hills, CA 90211

Globe Book Co., Inc.
175 Fifth Ave.
New York, NY 10010

Globe Pequot
Old Chester Rd.
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Chester, CT 06412

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85 Tompkins St.
Staten Island, NY 10304

Grolier Educational Corps.
Sherman Turnpike
Danburry, CT 06816

Wesleyan University Press
356 Washington St.
Middletown, CT 06457

Grosset & Dunlap Inc.
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New York, NY 10010

H.W. Wilson, Co.
950 University Ave.
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Hamlyn Pub. Group
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Harlow Publishing Corp.
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Norman, OK 73069

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10 East 53rd St.
New York, NY 10022

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79 Garden Street
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Rochelle Park, NJ 07662

Henry Z Walck Inc.
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New York, NY 10017

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P.O. Box 269 Columbus, OH 43216

Holiday House Inc.
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New York, NY 10022

Holiday House Inc.
18 E. 56th St.
New York, NY 10022

Holmes & Meier Publishers Inc.
IUB Bldg.
30 Irving Place
New York, NY 10003

Horizon Publishers
191 North 650 East
Bountiful, UT 84010

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P.O. Box 48
Hotevilla, AZ 86030

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Boston, MA 02108

Independence Press
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3225 S. Noland Road
Independence, MO 64051

Independent School Press
51 River St.
Wellesley Hills, MA 02181

Indian Historian Press
1451 Masonic Avenue
San Francisco, CA 94117

Indiana University Press
10th & Morton Streets
Bloomington, IN 47401

Inter-Culture Associates
Quaddick Road
P.O. Box 277
Thompson, CT 06277

Inter-Culture Associates
Quaddick Road
P.O. Box 277
Thompson, CT 06277

Inter-Tribal Associates, Inc.
Attn: Dr. Joe Work, Project Director
P.O. Box 808
Noble, OK 73068

Interland Publishing
799 Broadway
New York, NY 10003

John Howell-Books
434 Post St.
San Frncisco, CA 94102

Johns Hopkins University
615 North Wolfe Street
Baltimore, MD 21205

Julian Messner
CV Simon & Schuster Inc.
1 W 39th Street
New York, NY 10018

Juneau Area Office
Attn: Educational Specialist
P.O. Box 3-8000
Juneau, AK 99802

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Las Vegas, NV 89114

Kraus Reprint Co.
US Div. of Kraus-Thompson
RTE 100
Millwood, NY 10546

Lane Magazine & Book Co.
Willow & Meddlefield Rd.
Menlo Park, CA 94025

Lantern Press Inc.
345 Hussey Rd.
MT Vernon, NY 10552

Lawrence Hill & Co. Inc.
520 Riverside Ave.
Westport, CT 06880

Learning Corp. of America
711 Fifth Avenue
New York, NY 10022

Lerner Publications Co.
241 First Ave., N.
Minneapolis, MN 55401

Liveright Library Dept.
386 Park Ave. S.
New York, NY 10016

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7006 South Indianapolis
Tulsa, OK 74136

Lothrop Lee & Shephard Co.
Div. of WM Morrow
105 Madison Avenue
New York, NY 10016

Louisiana State University Press
Baton Rouge, LA 70803

Macmillan Publishing Co., Inc.
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New York, NY 10022

Macrae Smith Company
225 S. 15 St.
Philadelphia, PA 19102

McClain Printing Co.
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Parsons, WV 26287

McGill Queens University Press
3458 Redpath St.
Montreal 109 PQ

McGill Queens University Press
1020 Pine Ave. W.
Montreal, Canada
H3A IAZ

McGraw Hill Book Co.
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New York, NY 10020

Merrill, Charles E., Publishing Co.
Div. of Bell & Howell Co.
1300 Alum Creek Dr.
Columbus, OH 43216

Minneapolis Area Office
Attn: Educational Specialist
15 South 5th Street
Minneapolis, MN 55402

Minnesota Historical Society
690 Cedar St.
St. Paul, MN 55101

Montana Council for Indian Education
3311-1/2 Avenue North
Billings, MT 59101

Moody Press
820 N. La Salle St.
Chicago, IL 60610

Morey Associates
170 Union Station
Kansas City, MO 64108

Museum of The American Indian
Heye Foundation
Broadway at 155th St.
New York, NY 10032

Muskogee Area Office
Attn: Educational Specialist
Federal Building
Muskogee, OK 74401

National Book Co.
Div. of Educational Research
Associates
333 SW Park Ave
Portland, OR 97205

National Council of Teachers
of English
1111 Kenyon Road
Urbana, IL 61801

National Geographic Society
17 & M Streets NW
Washington, DC 20036

Native American Materials Development Center
Attn: Mr. Steven Wallace
407 Rio Grande Blvd. N.W.
Albuquerque, NM 87104

Naturegraph Publishers
8339 W. Dry Creek Road
Healdsburg, CA 95448

Naturegraph Publishers
P.O. Box 1075
Happy Camp, CA 96039

Navajo Area Office
Attn: Educational Specialist
Window Rock, AZ 86515

Navajo Curriculum Center
Rough Rock Demonstration School
Star Route One
Rough Rock AZ 86503

Naylor Company
1015 Culebra Avenue
San Antonio, TX 78201

Naylor Publishing Company
P.O. Box 597
Dallas, TX 75221

Nelson-Hall Co.
325 W. Jackson Blvd.
Chicago, IL 60606

New American Library Inc.
Subs Times Mirror
1301 Ave of the Americas
New York, NY 10019

New Visions Inc.
P.O. Box 599
Aspen, CO 81611

New York University Press
Washington Square
New York, NY 10003

Nez Perce Tribe of Idaho
Lapwai, ID 83540

Northland Press
Box N
Flagstaff, AZ 86001

Old Army Press
P.O. Box 2243
Fort Collins, CO 80521

Outerbridge & Lazard Inc.
Orders To E. P. Dutton
201 Park Ave. So.
New York, NY 10003

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New York, NY 10016

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Menlo Park, CA 94025

Pantheon Books Inc.
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New York, NY 10022

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7110 Ambassador Rd.
Baltimore, MD 21207

Penguin Books Inc.
625 Madison Ave.
New York, N.Y. 10022

Pennsylvania HST & MLS
WM Penn Musaarchives Bldg.
Box 1026
Harrisburg, PA 17108

Phoenix Area Office
Attn: Educational Specialist
3030 N. Central
P.O. Box 7007
Phoenix, AZ 85011

Pitman Learning, Inc.
6 Davis Dr.
Belmont, CA 94002

Portland Area Office
Attn: Educational Specialist
P.O. Box 3785
Portland, OR 97208

Prentice-Hall Inc.
Englewood Cliffs, NJ 07632

Rand McNally & Co.
P.O. Box 7600
Chicago, IL 60680

Random House Publicity
201 East 50th St.
New York, NY 10022

Reader's Digest Press
200 Park Avenue
New York, NY 10017

Red Cloud Indian School
Pine Ridge, SD 57770

Rio Grande Press Inc.
La Casa Escuela
Glorieta, NM 87535

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Project Understanding
Ronan, MT 59864

Rosebud Ed. Society
St. Francis Mission
P.O. Box 59
Roseneath, ON

Ross & Haines Inc.
3021 Nicollet Ave.
Minneapolis, MN 55408

Russell & Russell Publishers
Div. of Atheneum Pubs
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New York, NY 10017

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New York, NY 10007

Scarecrow Press Inc.
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52 Liberty St. Box 656
Metuchen, NJ 08840

Schocken Books Inc.
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New York, NY 10016

Scholastic Book Services
Scholastic Magazines
50 W 44th Street
New York, NY 10036

Sheed And Ward Inc.
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New York, NY 10003

Silver Burdett Co.
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Morristown, NJ 07960

Simon and Schuster Inc.
1 West 39th St.
New York, NY 10018

Simon and Schuster Inc.
1230 Avenue of the Americas
New York, New York 10020

Sportshelf & Soccer Associates
P.O. Box 634
New Rochelle, NY 10802

St. Paul Public Schools American Indian
Resource Center
Attn: Nancy Hands, Project Directgor
1000 Walsh Street, Room 176
St. Paul, MN 55106

State of Nevada
Dept. of Education
Carson City, NV 89701

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666 Fifth Avenue
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Time Share Corp.
Subs. of Houghton Mifflin Co.
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Hanover, NH 03755

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Div. of Time Inc.
Time & Life Bldg.
New York, NY 10020

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385 Fremont St.
San Francisco, CA 94105

US Dept. of Interior
National Park Service
Interior Building
Washington, DC 20240

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P.O. Box 3398
Tucson, AZ 85722

University of California Press
2223 Fulton St.
Berkeley, CA 9472[illegible]

University of Chicago Press
5750 Ellis Avenue
Chicago, IL 60637

University of Michigan PR
615 E. University
Ann Arbor, MI 48106

University of Michigan Press
P.O. Box 1104
Ann Arbor, MI 48106

University of Microfilms
Xerox Education Div.
300 N. Zeeb Rd.
Ann Arbor, MI 48106

University of Nebraska Press
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Lincoln, NE 68508

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1005 Asp Avenue
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University of South Dakota
Business Research Bureau
School of Bus. Administration
Vermillion, SD 57069

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Vermillion, SD 57069

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Attn: Jackie Dean, Project Director
Curriculum Development Project
Boston Indian Council, Inc.
105 South Huntington Avenue
Jamaica Plain
Boston, MA 02131

Washington Square Press, Inc.
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Box 41073 ER Station
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Westminster Press
Witherspoon Bldg.
Philadelphia, PA 19107

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Mohwak Nation At Akwesane
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Subs Scott Foresman & Co.
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New York, NY 10016

Wisconsin State Historical
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New Haven, CT 06520

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